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ABSTRACT

The guide is intended to provide direction and facilitate unity in state-wide planning for the establishment and maintenance of educational programs for exceptional children in Arizona. Information for local school administrators relates to policies and procedures for initiation, organization, and operation of programs. General information on powers of the school district, certification of teachers and specialists, budgets and financing, and other topics are presented. Guidelines for the following areas are presented for each exceptionality: definition, screening and referral, evaluation, placement, review of placement, documentation, program organization, facilities, work experience, certification, application for approval, attendance reporting, and reimbursement. Exceptionalities covered are emotionally handicapped, educable and trainable mentally handicapped, homebound or hospitalized, physically handicapped, and multiply handicapped. Arizona revised statutes and various forms are appended. (KW)

ED 043984

State of Arizona

Department of Education

W. P. Shofstall, Ph. D., Superintendent
State Capitol
Phoenix

TENTATIVE ADMINISTRATOR'S GUIDE

Programs For Exceptional Children

1970-71

EC 030 420

DIVISION OF SPECIAL EDUCATION
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ABSTRACTED - CEC ERIC

FOREWORD

The guidelines contained in the Tentative Administrator's Guide, Programs for Exceptional Children, have been developed in an attempt to help school districts initiate needed new programs or those continuing special classes. This guide will provide direction and facilitate unity in the state-wide planning of educational programs for all children with special needs.

More and better special education is one of the most critical needs in our educational system today. The Division of Special Education has prepared this Tentative Administrator's Guide to provide assistance and procedures for establishing and maintaining programs for exceptional children.

This present bulletin, Tentative Administrator's Guide, Programs for Exceptional Children, 1970-71, has been prepared to include the information for local school administrators relative to policies for the initiation, organization, and operation of special education programs in Arizona. (Arizona Revised Statutes, Title 15, Chapter 10, Sections 15-1011 through 15-1017 and 15-1246 and 1247)

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OUR THANKS!

The Division of Special Education is grateful for the assistance and cooperation in the preparation and critical review of this publication by the Special Education Advisory Committee, Guidelines Committee, superintendents, and specialists in special education.

The Special Education Advisory Committee has provided tremendous aid and will continue to assist in maintaining the high standards desired for special education services in Arizona.

A special note of thanks must go to the Guidelines Committee for the many hours of time volunteered to assist the Division of Special Education in preparing the Tentative Administrator's Guide, Programs for Exceptional Children. Without their dedication to special education, this publication would not have been possible.

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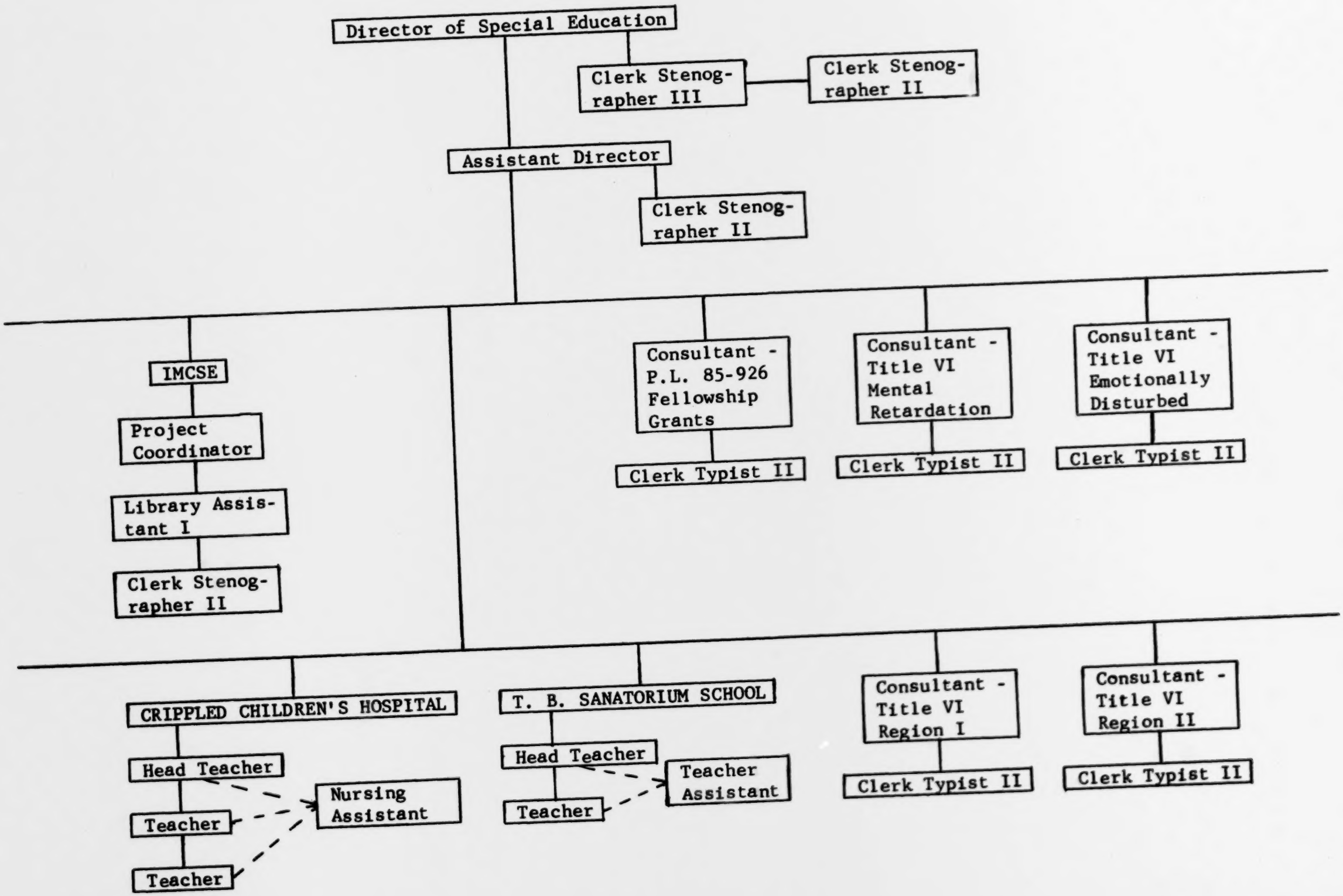

PHILOSOPHY OF THE PROGRAM FOR EXCEPTIONAL CHILDREN

A democracy is committed to the principle of equal educational opportunity for all, regardless of race, creed, or abilities. Every child is deserving of and entitled to an education to the limit of his capacity. Education is a task of helping children achieve full growth and development, helping them become happy, successful, and contributing citizens.

Schools have problems of developing and conducting programs of education for all pupils and the specific problems of providing opportunities, adjustments, and adaptations to meet individual needs. Students must be prepared to meet their obligations and make their contributions to society and be given an opportunity to develop fully their potentials as individuals.

While it is recognized and accepted that some children require residential placement, we believe that the vast majority of exceptional students should remain at home and receive their education in a public school setting. We further believe that optimum educational opportunities require multi-agency cooperation and coordination.

The staff of the Division of Special Education realizes its responsibilities to the exceptional children of Arizona and to the educators who must administer these special educational programs. It shall be our purpose to provide leadership in planning, implementation, financial assistance, and to maintain a program of continuous research and evaluation in order that the handicapped children of our state realize their maximum potential.

John R. Potts

John R. Potts, Ed.D.
Director, Division of Special Education

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ARIZONA'S PROGRAMS FOR EXCEPTIONAL CHILDREN

Powers of School District

The governing body of a school district or a County School Superintendent may apply to the Division of Special Education for approval to:

1. Establish special education program(s) for the education of handicapped children as defined in ARS 15-1011.

2. Employ certified special personnel for the operation of special school programs for handicapped children.

3. Establish with another district or districts, cooperative special education programs. A written agreement outlining the proposed provision of services for handicapped children shall be submitted for approval to the Division of Special Education prior to the establishment of classes. This agreement shall designate one school district to administer the program in accordance with the contract. Said contract may prescribe and enforce rules, regulations and policies governing the program.

4. Establish work-experience programs in accordance with rules and regulations of the Division of Special Education. The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age. Time in a work-experience program shall be counted as attendance at school to qualify for appropriations provided by ARS 15-1017. All work-experience programs must have the approval of the Division of Special Education.

In a school district that does not provide a special program, the governing body may petition the County School Superintendent, who may, upon approval of the Division of Special Education, establish special education programs.

Definitions

The following are general definitions of terms used in Title Fifteen, Chapter Ten, of Arizona Revised Statutes and Arizona's Programs for Exceptional Children:

1. Exceptional Child means a handicapped child.

2. Handicapped Child means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities.

3. Educable mentally handicapped (EMH) means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

4. Emotionally handicapped (EH) means a child who because of social or emotional problems, as determined by evaluation pursuant to section 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

5. Homebound or hospitalized (HB) means a child who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

6. Multiple handicapped (MH) means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to section 15-1013, and who cannot be provided for adequately in a regular class.

7. Physically handicapped (PH) means a child who has a physical handicap or disability, as determined by evaluation pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

8. Trainable mentally handicapped (TMH) means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes and who meets the following criteria:

a. Is physically capable of attending school and benefitting from the school experience.

b. Is able to communicate to the extent that he can make his wants known and can understand simple directions.

9. Special education means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

Visual handicapped and hard of hearing programs are administered and supervised by the Arizona School for the Deaf and Blind located in Tucson, Arizona. Any questions should be addressed to the Superintendent of the school.

Speech handicapped, specific learning disabilities, and gifted programs are not reimbursed by the Division of Special Education on a State level. Each program is strictly the option of individual school districts.

Screening and Referral

A method should be devised which will annually screen potential candidates for special education programs. A team approach is suggested with each team learning as much as possible about the potential candidate and/or his family. A team, consisting of at least three members, should have a representative from as many professions as possible and may include:

1. An Administrator
2. Special Education Personnel
3. Counseling Personnel
4. Psychological Personnel
5. School Nursing Personnel
6. School Social Work Personnel
7. Other Appropriate Personnel

A thorough case study should be completed on each candidate for special education programs. This case study may be utilized in the referral for evaluation. A referral for evaluation is required by ARS 15-1013 and attention is called to the following quotation from the law:

"A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the Chief Administrative Official of the school district or county or such person designated by him as responsible for special education, after consultation with the parent or guardian."

Evaluation

An evaluation is required before any candidate may be placed in a special education program. This evaluation shall be of the capabilities and limitations of the candidate. The evaluation shall be made by at least one professional specialist in a field relevant to the candidate's handicap. The educational implications of the handicapping condition(s) should be evaluated by a school psychologist whose qualifications have been approved by the State Board of Education. Refer to each category for specific requirements regarding evaluation.

The results of the evaluation shall be submitted in writing to the Chief Administrative Official of the school district or county, or to such person designated by him as responsible for special education. The written report of educational appraisal shall include:

1. An assessment of abilities and disabilities.
2. Instructional and behavioral recommendations for placement.

An evaluation is required by ARS 15-1013 and attention is called to the following quotation from the law:

"B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap and under the direction of the Chief Administrative Official of the school district or county or such person designated by him as responsible for special education. If appropriate, the educational implications of the handicapping conditions shall be evaluated by a psychologist.

C. The results of the evaluation shall be submitted in writing and with recommendations to the Chief Administrative Official of the school district or county or to such person designated by him as responsible for special education."

Placement

Placement of a candidate in a special education program shall not be considered until the screening, referral and evaluation procedures have been completed. A placement procedure is required by ARS 15-1013 and attention is called to the following quotation from the law:

> *"D. In determining placement the following persons shall be consulted by the Chief Administrative Official of the school district or county or such person designated by him as responsible for special education:*
> *1. The school principal.*
> *2. A person responsible for administering or conducting special education courses in the school or school district.*
> *3. A teacher who currently has been instructing the child.*
> *4. An appropriate professional advisor who may be a physician, psychologist, professional social worker or school nurse.*
> *5. A parent or guardian of the child.*
>
> *E. The Chief Administrative Official of the school district or county or such person designated by him as responsible for special education shall place the child, except that no child shall be placed or retained in a special education program without the approval of his parent or guardian."*

Review of Special Education Placement

The placement of a child in a special education program shall be reviewed by the Chief Administrative Official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or by the person conducting the special education program. A copy of the results of the review shall be furnished to the person making such request or recommendation for review. A review of special education placement is required by ARS 15-1014 and attention is called to the following quotation from the law:

> *"15-1014. Review of special education placement. The placement of a child in a special education program shall be reviewed by the Chief Administrative Official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special*

education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review."

Documentation

The Chief Administrative Official of the school district or county or such person as designated by him as responsible for special education shall prepare documents indicating that the requirements of ARS 15-1013 (evaluation and placement) and ARS 15-1014 (review of placement) have been met. These documents shall be signed by all concerned. Your attention is called to the person listed in ARS 15-1013. These documents shall include the written approval of the parent or guardian for placement in special education. This document shall be retained in the office of the Chief Administrative Official of the school district or county or in the office of a person designated as responsible for special education. A copy of the document concerning review of placement (results of review) shall be submitted to the person making such request or recommendation for review.

Maximum Membership in Programs

Maximum enrollment (membership) in special education programs shall be as follows:

Emotionally Handicapped - 10 per teacher
Educable Mentally Handicapped - 15 per teacher
Trainable Mentally Handicapped - 10 per teacher
Physically Handicapped - 10 per teacher
Homebound/Hospitalized
1. In home or hospital - 7 per teacher
2. Classes for pregnant girls - 15 per teacher

Resource Rooms and/or Itinerant Teacher - 15 per teacher
Multiple Handicapped - Children ages 6-10 - 5 per teacher,
ages 11-above - 7 per teacher

The maximum membership limit as stated above applies to both elementary and secondary special education classes and programs. Functionally, this means that a professional person assigned to teach and/or supervise special education classes or programs shall not work with more than the prescribed maximum student membership for a particular category of handicap.

Your attention is called to ARS 15-1017 which is quoted in part below:

"B. The appropriation and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two

hundred forty minutes of instruction or work experience as provided for in section 15-1015, subsection A per school day....."

The legislative intent of Title 15, Chapter Ten, ARS, was that the instruction provided for handicapped children in special education classes and programs would be under the direction of professional personnel. Specialized training in the education of handicapped children implies that classes and programs shall be limited in membership to afford maximum educational benefit.

Facilities

Classrooms for special education programs shall be equal to, or better than, those used to house regular school programs or in other facilities approved by the Division of Special Education.

Below is a list of facilities that should be available to all classrooms:

1. Proper lighting and ventilation
2. Counter with sink and running water
3. Electrical outlets
4. Cooking facilities
5. A-V equipment
6. Adequate instructional materials and supplies
7. Special equipment as needed (screens, carrels, etc.)
8. Adequate playground facilities
9. Adequate toilet facilities

Work Experience

The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age.

Teaching and/or supervision by certified school personnel shall be consistant with the special needs of the students, but the number of students assigned to any one certified person shall not exceed the limits established by the Division of Special Education for a particular handicap. (See Maximum Membership in this manual)

Other Special Education Programs

Under the current law it is possible to provide several different types of programs for exceptional children. All plans are subject to review and approval by the Division of Special Education, State Depart-

ment of Education. Any plan must be submitted in writing with sufficient detail to clearly outline the proposed program. Any child in these programs must be referred, evaluated and placed in accordance with ARS 15-1011 and 15-1013.

The maximum membership in these programs for reimbursement purposes would be 15 students per teacher.

A. Cooperative Programs - The child may be enrolled in the special class but may take part of his academic instruction in the regular grades.

B. Resource Program - The exceptional child may be enrolled in a resource room which is his homeroom. He will receive specialized help either individually or with small groups of children with similar problems. This child may receive a major portion of his instruction in the regular classroom.

C. Itinerant Program - Under this program the exceptional child may receive assistance from an itinerant teacher but attends the regular classroom for his classwork.

Certification

Professional personnel who have successfully completed an approved program in an Arizona institution will be eligible for a certificate upon receiving the appropriate institutional recommendation from the Dean, or other authorized persons, of the College of Education.

All other professional personnel will be evaluated to determine eligibility on the basis of the following guidelines developed by the State Board of Education:

Temporary Special Education Certificate - Mentally Retarded; Physically Handicapped; Emotionally Disturbed.

a. A Bachelor's Degree in Special Education or a Bachelor's Degree in Education plus eighteen (18) semester hours in special education to include instruction in the following areas:
   1. A minimum of one (1) course in the survey of or orientation in exceptional children.
   2. No fewer than three (3) semester hours in the education or methods of teaching in the appropriate area of exceptionality.
   3. Practice or directed teaching or evidence of two years successful teaching in the appropriate area of exceptionality in an accredited school.
   4. Instruction in arts and crafts, manual arts, or home arts, occupational therapy and similar areas.
   5. Electives in appropriate areas of special education.

b. This certificate shall be valid for six (6) years and is not renewable.

Provisional Special Education Permit - Mentally Retarded; Physically Handicapped; Emotionally Disturbed.

a. Effective October 1, 1967, teachers may be granted a provisional permit for one (1) year upon evidence of completion of nine (9) hours of education in the appropriate special area. This permit is not renewable.

Special Education Certificate - Standard. (Area to be designated)

a. A special education certificate may be issued upon completion of temporary certification requirements in the certified area, plus a Master's Degree in Education or evidence of not less than thirty (30) semester hours of additional upper division or graduate work appropriate for teaching in special education.
b. This certificate shall be valid for six (6) years, and shall entitle the holder to teach in special education in primary through secondary, unless otherwise indicated.
c. This certificate may be renewed for a period of six (6) years upon evidence of continuous satisfactory teaching or approved leave.

School Psychometrist Certificate

a. A psychometrist certificate may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology and evidence of successful completion of thirty (30) graduate semester hours. Sequence of study shall include (undergraduate or graduate):
   1. Six (6) semester hours in courses that provide a broad understanding of the psychological principles and foundations.
   2. Fifteen (15) semester hours in courses to provide thorough training in psychological methods and techniques of which no fewer than six (6) semester hours are required in individual evaluation.
   3. Six (6) semester hours in courses in the basic understanding of the organization of or operation of public schools.
   4. Three (3) semester hours in related fields.
   5. Submit evidence of supervised field experience.
b. The psychometrist certificate shall be valid for six (6) years and is renewable upon evidence of satisfactory performance or approved leave.

Assistant School Psychologist Certificate

a. An assistant school psychologist certificate may be granted to applicants holding a Master's Degree in Psychology, Education, or School Psychology, and evidence of successful

completion of fifty (50) graduate semester hours. Sequence of study shall include (undergraduate or graduate):

1. Twelve (12) semester hours in psychological principles and foundations.
2. Twenty-one (21) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.
3. Twelve (12) semester hours in general educational foundations.
4. Related fields.
5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

b. The assistant school psychologist certificate shall be valid for six (6) years and renewed upon evidence of satisfactory performance or approved leave.

School Psychologist Certificate

a. A school psychologist certificate may be granted to applicants holding a Master's Degree in Psychology, Education or School Psychology, and evidence of successful completion of seventy (70) graduate semester hours or a doctoral program in an appropriate area with a sequence of study to include (undergraduate or graduate):
   1. Eighteen (18) semester hours in psychological principles and foundations.
   2. Twenty-seven (27) semester hours in psychological methods and techniques of which nine (9) semester hours must be in individual evaluation and no more than six (6) semester hours in guidance and counseling.
   3. Eighteen (18) semester hours in general educational foundations.
   4. Related fields.
   5. Evidence of supervised field experience, experience in school setting or psychoeducational clinic.

b. The school psychologist certificate shall be valid for six (6) years and renewed upon evidence of satisfactory performance or approved leave.

Application for Approval of Special Education Programs

An application for annual approval of all special education programs shall be filed with the Division of Special Education.

Initially an ANNUAL APPLICATION FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS (SE-1) shall be filed on or before August 15, 1970, for the 1970-71 school year. (SE-1 shall be filed by MAY 15, 1971 for the 1971-72 school year.)

After the SE-1 has been approved, PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS (SE-2) shall be required at the end of the first register month. SE-2 is also required when any additions or deletions of special education programs/classes are made and at the end of the sixth register month.

REPORT OF STUDENTS RECEIVING SPECIAL EDUCATION WITH TUITION PAID BY SCHOOL DISTRICT OF RESIDENCE (SE-3) shall be filed at the end of the 1st, 4th, 6th, and 10th register months by those school districts contracting with public or private agencies for special education programs.

An APPLICATION FOR HOMEBOUND/HOSPITALIZED INSTRUCTION (SE-4) shall be filed for each student for whom special education reimbursement is claimed. SE-4 must be approved by the Division of Special Education before any appropriation and apportionment is allowed by the Division of Business and Financial Services.

APPLICATION FOR INSTRUCTION IN A PHYSICALLY HANDICAPPED PROGRAM (SE-5) shall be filed with the Division of Special Education for each student enrolled in a program for the Physically Handicapped.

Your attention is called to the fact that the Department of Education shall not make any apportionments of funds pursuant to ARS 15-1017 without the approval of the Division of Special Education. Therefore, it behooves school districts to be certain that the forms submitted are accurate and complete.

Attendance Reporting

Attendance of students in special education programs shall be done in the same manner as attendance reporting of students in regular programs. Registers should be assigned to special education teachers and these registers shall be for a particular category of handicapping condition.

NO STUDENT IN SPECIAL EDUCATION PROGRAMS SHALL BE REPORTED IN MORE THAN ONE REGISTER. NO REGISTER SHALL REPORT MORE THAN ONE CATEGORY OF HANDICAPPED STUDENTS.

You will note that register numbers are required on SE-2, SE-3, SE-4, and SE-5. These will be checked by the Division of Special Education through the DATA PROCESSING SECTION, to ascertain that approval has been made for special education programs.

May we suggest to districts contracting for special education programs with public or private agencies, that a register be assigned to the public or private agency for use with a particular category of handicapping condition.

The Division of Special Education will evaluate attendance reports made to the DATA PROCESSING SECTION to determine if Average Daily Membership in special education programs is within the limits specified in these guidelines.

Your attention is called to ESTIMATED ATTENDANCE INFORMATION FOR 1970-71 APPORTIONMENTS (SDPI-BFS Form A-10) that all school districts submitted to their County School Superintendent on May 14, 1970. You will recall that the A.D.A. information used on this form is the same as that used on your budget 6% Limit Check.

You will also recall that school districts were required to estimate A.D.A. for handicapped students on line 2 of Form A-10, which is shown below:

2. Estimated ADA for Homebound Pupils ..... _____
3. Estimated ADA for Mentally Handicapped Pupils ..... _____
4. Estimated ADA for Emotionally Handicapped Pupils .... _____
5. Estimated ADA for Physically Handicapped Pupils ..... _____
6. Estimated ADA for Multiple Handicapped Pupils ..... _____
7. Estimated ADA for Trainable Mentally Handicapped Pupils ..... _____
8. Largest number of regular classroom teachers employed at any one time in 1969-70 ..... _____
   (This information needed for Financial Assistance Qualification)

To facilitate attendance reporting and auditing, school districts shall use the following code on their SE-2 and SE-3 forms in the column headed HANDICAP SERVED:

HB-1 for Homebound Pupils
EMH-2 for Educable Mentally Handicapped Pupils
EH-3 for Emotionally Handicapped Pupils
PH-4 for Physically Handicapped Pupils
MH-5 for Multiple Handicapped Pupils
TMH-6 for Trainable Mentally Handicapped Pupils

The Division of Special Education will AUDIT all special education attendance reported to the Department of Education to determine that AVERAGE DAILY MEMBERSHIP, as reported to the Department of Education, does not exceed the LIMITS established in these guidelines for each category of handicap.

<u>Appropriation and Apportionment</u> - <u>Approval of Program</u>

All students as defined by section 15-1011 shall be included in the appropriation and apportionment made pursuant to sections 15-1211 and 15-1212 and the county levy as provided in section 15-1235. In addition:

1. The legislature shall appropriate the following amounts per unit of average daily attendance per annum for each special education student taught, the appropriation being made on an actual per capita per annum basis as shown by the records of the Superintendent of Public Instruction: (The Division of Special Education will audit attendance reports. Refer to Attendance Reporting of this manual.)

   a. Three hundred eighty dollars per unit of average daily attendance of educable mentally handicapped pupils. (Average Daily Membership shall be limited to 15)
   b. Three hundred eighty dollars per unit of average daily attendance of emotionally handicapped pupils. (Average Daily Membership shall be limited to 10)
   c. Five hundred twenty-six dollars per unit of average daily attendance of homebound pupils. (Refer to this manual for Average Daily Membership limit for this category)
   d. Five hundred ninety dollars per unit of average daily attendance of multiple handicapped pupils. (Average Daily Membership shall be limited to 8)
   e. Three hundred eighty dollars per unit of average daily attendance of physically handicapped pupils. (Average Daily Membership shall be limited to 10)
   f. Six hundred ninety dollars per unit of average daily attendance of trainable mentally handicapped pupils. (Average Daily Membership shall be limited to 10)

2. The county shall provide the following amounts per unit of average daily attendance for each special education student taught by the district:

   a. Ten dollars per unit of average daily attendance of educable mentally handicapped pupils.
   b. Ten dollars per unit of average daily attendance of emotionally handicapped pupils.
   c. Ten dollars per unit of average daily attendance of homebound pupils.
   d. Ten dollars per unit of average daily attendance of multiple handicapped pupils.
   e. Ten dollars per unit of average daily attendance of physically handicapped pupils.
   f. Ten dollars per unit of average daily attendance of trainable mentally handicapped pupils.

The appropriations and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in section 15-1015, subsection A per school day, except that a child receiving instruction under the homebound teaching program

shall be deemed in full attendance when he attends classes or receives instruction for a period of not less than four hours per week. (Refer to Form A-10). Any additional cost resulting from the special education program and not provided for under the provisions of this section shall be met by each school district having students receiving special instruction or by the county in the case of a county special education program.

The appropriations and apportionment provided under the terms of this section SHALL NOT BE GRANTED to the governing body of a school district or county school superintendent UNLESS THE DISTRICT or COUNTY COMPLIES WITH THE PROVISIONS OF THIS ARTICLE AND THE CONDITIONS AND STANDARDS PRESCRIBED BY THE DIVISION OF SPECIAL EDUCATION. A school district or county program for education of handicapped children, as prescribed by the terms of this article, shall be presented to the State Board of Education for approval.

Budgeting

Any special education per capita operational cost over and above the per capita operational cost of a district as shown in item 7 of the six per cent budget limit check shall be exempted from the six per cent budget limit. (Refer to ARS 15-1017.)

School districts shall use OFFICIAL WORKSHEET FOR COMPUTING THE ADDITIONAL PERMISSIBLE EXPENDITURES WHICH MAY BE BUDGETED FOR SPECIAL EDUCATION PROGRAMS IN 1970-71 (SDPI-D Form D-16) and SCHEDULE OF BUDGETED SPECIAL EDUCATION INSTRUCTIONAL COSTS IN 1970-71 (SDPI-D Form D-16a) to determine special education per capita operational cost and the amount that will be exempted from the six per cent budget limit.

Form D-16 and D-16a are available from your County School Superintendent.

Contracting with Public or Private Agencies

Every special education program maintained under ARS 15-1015 E shall be approved by the Division of Special Education according to the guidelines established by the Division of Special Education. All provisions of the guidelines of special education are approved by the State Board of Education and filed with the Secretary of State.

Provisions for determining eligibility and approval of the public or private agency providing for the education of handicapped children under ARS 15-1015 E are as follows:

1. The special classes or services in which the child is enrolled shall be instructed by certified special education teachers in the area of handicap.

2. The physical facilities, equipment, and instructional materials shall be adequate to carry on an acceptable special education program.

3. The public or private agency shall develop or utilize an acceptable curriculum guide for the appropriate handicap.

4. The public or private agency shall develop a written coordinated plan with the public school for reporting attendance, consultation, and an effective plan for the return of the child to the public school.

5. Professional ancillary services per ARS 15-1013 shall be available to provide an acceptable special education program.

6. The public or private agency desiring approval of the Division of Special Education shall submit a written request to the Division of Special Education at least 60 days prior to offering services to public school districts. Approval or disapproval will be transmitted to the public or private agency within 60 days. Approval or disapproval shall be in effect for one school year only.

7. The public or private agency shall submit to the Division of Special Education annually at the end of the school year the names and districts of residence of students attending under the provisions of ARS 15-1015 E.

8. The public or private agency shall provide adequate liability insurance.

Public school districts desiring to enroll children in a public or private agency for educational purposes as defined in ARS 15-1015 E shall:

1. Determine from the Division of Special Education if the public or private agency is approved.

2. Determine that the child to be enrolled qualifies under ARS 15-1013. A qualifying report must be submitted to the Division of Special Education prior to enrollment.

3. Initiate a contract (SE-8) for educational services only. Medical services, parent counseling beyond the school program, and individual therapy cannot be included in the cost to the public school. A copy of the contract must be submitted to the Division of Special Education.

4. Report attendance in the same manner as other special education classes according to data received from public or private agency.

5. Determine that adequate liability insurance is provided by the public or private agency conducting the instructional program.

County School Program

In a school district that does not provide a special education program, the governing body may petition the County School Superintendent, who may, upon approval of the Division of Special Education, establish special education programs.

The County School Superintendent may, upon approval of the Division of Special Education, establish special education programs in the county accommodation schools under his jurisdiction or may cooperate with other school districts by agreement to provide such programs. The class size shall be consistent with the approved guidelines established by the Division of Special Education. At the beginning of each school year, the County School Superintendent shall apply for approval from the Division of Special Education. At the beginning of each school year, the County School Superintendent shall present an estimate of the current year's accommodation school handicapped programs tuition cost to each school district that has signed an agreement to use the services of the accommodation school. The tuition shall be estimated per capita cost based on the number of pupils that each school district has estimated will enroll in the program and the school district shall pay the tuition quarterly in advance on July 1, October 1, January 1, and April 1.

At the end of the school year, the County School Superintendent shall submit to the Division of Special Education the names and districts of residence of students attending under the provisions of ARS 15-1015.

The County School Superintendent may use the special county school reserve fund to start a new class.

Twenty Per Cent Limitation - Fiscal and Enrollment

The total enrollment in all special education programs of a school district or county may be increased annually but not to exceed twenty per cent of the total average daily attendance in all special education programs of the school district or county during the previous year. Such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of 100 or less pupils.

No child may be counted in the computation of average daily attendance in more than one handicapped category for the purpose of the growth limitation provided in this section.

After the fiscal year 1970-71, the total of state assistance and the total of county assistance for which a school district or county is otherwise eligible pursuant to this section shall not be in an amount which is an increase of more than twenty per cent over the amounts of such assistance in the previous year, except that such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of 100 or less pupils.

Six Per Cent Budget Limit

Any special education per capita operational cost over and above the per capita operational cost of a district as shown in item 7 of the six per cent budget limit check shall be exempted from the six per cent budget limit.

EMOTIONALLY HANDICAPPED

Definition

Emotionally handicapped (EH-3) means a child who because of social or emotional problems, as determined by evaluation pursuant to ARS 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special class or special services designed to promote his educational and emotional growth and development.

Screening and Referral

A. Screening

A method should be devised to adequately screen a potential candidate for the emotionally handicapped (EH-3) program. The emotionally handicapped (EH-3) is usually handicapped because of one or more emotional problems. He is usually average or above in intelligence but may not demonstrate his ability on group intelligence tests or in the regular classroom setting. He will usually exhibit behavior indicating disturbance. This child may be aggressive and disturbed or withdrawn and passive.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by one or more of the following is required before any candidate for an emotionally handicapped program may be placed:

- Certified school psychologist
- Certified psychologist
- Licensed psychiatrist

Refer to page 4 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in an emotionally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in an emotionally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the emotionally handicapped program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in an emotionally handicapped class shall be ten (10). Enrollment of the classes should vary in proportion to the severity of the emotional handicap.

B. Student Grouping

Student grouping should be by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 12 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity of the children.
2. The kind and severity of emotional handicap.

3. The age and grade range of the pupils.
4. Size of the room and equipment available.
5. Teacher experience.
6. Availability of classroom assistance and/or professional ancillary services.

Facilities

Classrooms for the emotionally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the Work Experience program.

Refer to page 7 of this manual for the general procedures to be followed in Work Experience programs.

Certification

All teachers employed for approved classes for the emotionally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the emotionally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the emotionally handicapped shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the emotionally handicapped shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

EDUCABLE MENTALLY HANDICAPPED

Definition

The educable mentally handicapped (EMH-2) is a pupil who, because of his intellectual development, as determined by evaluation pursuant to ARS 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

An educable mentally handicapped (EMH-2) usually achieves or functions at an I.Q. score of opproximately one-half to three-fourths of average intelligence based on individual psychological examinations.

Screening and Referral

A. Screening

A method should be devised to adequately screen a potential candidate for the educable mentally handicapped (EMH-2) program.

Particular attention should be given to pupils who:

1. Score less than one-half to three-fourths of normal on group intelligence tests, and

2. Score two or more years below the grade level expected for his chronological age on group achievement tests.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a psychometrist, assistant school psychologist or school psychologist certified in Arizona and/or whose qualifications have been approved by the State Board of Education is required before any candidate for an educable mentally handicapped program may be placed.

It is recommended that the evaluation be based on the results of several intellectual and educational measurements using instruments appropriate to the age, verbal ability, physical condition, and cultural background of the child. This evaluation should include a study of the health and medical record, previous test data, teacher reports, and behavior patterns.

Refer to page 4 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in an educable mentally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in an educable mentally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the educable mentally handicapped program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in an educable mentally handicapped class shall be fifteen (15).

B. Student Grouping

Student grouping should be by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 12 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Severity of mental handicap
3. Size of the classroom and equipment available
4. Teacher experience
5. Availability of classroom assistance and/or professional ancillary services.

Facilities

Classrooms for the educable mentally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience Programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed fifteen (15) in the Work Experience Program.

Refer to page 7 of this manual for the general procedures to be followed in the Work Experience Programs.

Certification

All teachers employed for approved classes for the educable mentally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the educable mentally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the educable mentally handicapped shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the educable mentally handicapped shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

TRAINABLE MENTALLY HANDICAPPED

Definition

Trainable mentally handicapped (TMH-6) means a child who because of his intellectual development, as determined by evaluation pursuant to ARS 15-1013, is incapable of being educated in a regular classroom or in educable mentally handicapped classes and who meets the following criteria:

a. Must be able to communicate at a minimum level.
b. Must be ambulatory.
c. Must be trained in toilet habits.
d. Social and emotional development should enable child to react positively to the learning situation.

A trainable mentally handicapped (TMH-6) usually achieves or functions at an I.Q. score of one-third to one-half of average intelligence based on individual psychological examinations.

Screening and Referral

A. Screening

A method should be devised to adequately screen a potential candidate for the trainable mentally handicapped (TMH-6) Program.

Particular attention should be given to pupils who:

1. Score less than one-half of normal on group intelligence tests, and

2. Score two or more years below the grade level expected for his chronological age on group achievement tests.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a psychometrist, assistant school psychologist

or school psychologist certified in Arizona and/or whose qualifications have been approved by the State Board of Education is required before any candidate for a trainable mentally handicapped program may be placed.

It is recommended that the evaluation be based on the results of several intellectual and educational measurements using instruments appropriate to the age, verbal ability, physical condition, and cultural background of the child. This evaluation should include a study of the health and medical record, previous test data, teacher reports, and behavior patterns.

Refer to page 4 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a trainable mentally handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in a trainable mentally handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the trainable mentally handicapped program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a trainable mentally handicapped class shall be ten (10).

B. Student Grouping

Student grouping should be by chronological age. The following

groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 12 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determing student grouping are:

1. Physical and social maturity
2. Severity of mental handicap
3. Size of the classroom and equipment available
4. Teacher experience
5. Availability of classroom assistance and/or professional ancillary services.

Facilities

Classrooms for the trainable mentally handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience Programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the Work Experience Program.

Refer to page 7 of this manual for the general procedures to be followed in the Work Experience Programs.

Certification

All teachers employed for approved classes for the trainable mentally handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the trainable mentally handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the trainable mentally handicapped shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the trainable mentally handicapped shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

HOMEBOUND/HOSPITALIZED

Definition

Homebound or hospitalized (HB-1) means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

Screening and Referral

A. Screening

A method should be devised which will adequately screen potential candidates for the homebound or hospitalized program. This screening should involve the school attendance officer and/or the school nurse. Parents will also be requesting this service as a result of their child's illness, disease, etc.

When the school administrator realizes that a student may qualify for homebound or hospitalized instruction, he should refer the child to a medical doctor.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, a medical examination shall be administered by a medical doctor. The results of this examination shall be reported on SE-4 (Application for Homebound/Hospitalized Instruction). SE-4 will enable the medical doctor to certify that the student will be unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

Placement

Placement of a candidate in a homebound/hospitalized program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in a homebound/hospitalized handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the homebound/hospitalized program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement. SE-4 is a part of the documentation process.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

A maximum ratio of one (1) teacher to seven (7) homebound/hospitalized students shall be allowed when instruction takes place in the home or hospital. The maximum Average Daily Membership in classes for pregnant girls shall be fifteen (15).

B. Student Grouping

Student grouping is not normally possible in the homebound/hospitalized program except where classes are conducted for pregnant girls.

C. Telephone Home (Hospital)-to-School Service

A home (hospital)-to-school intercommunication may be utilized for students enrolled in the homebound/hospitalized program. This enables the student to have a direct line from his place of confinement to the class(es) in which he is enrolled.

The equipment for this service is furnished by the telephone company and the service may be paid for by the family and/or school district.

This intercommunication service does not take the place of the homebound/hospitalized teacher, but is a supplementary aid

which may be substituted for two (2) hours face-to-face instruction by the teacher.

This service is especially applicable to students with long confinement because the student is in touch with the real daily world of school and can participate in discussions, recite when called upon, and listen to teacher lectures, etc.

Facilities

Classes for homebound/hospitalized are usually conducted either in the home or hospital. Classrooms for pregnant girls shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience Programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed fifteen (15) in the Work Experience Program.

Refer to page 7 of this manual for the general procedures to be followed in Work Experience Programs.

Certification

All teachers employed for approved classes for the Homebound/ hospitalized shall hold certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the homebound/hospitalized. SE-1 shall be substantiated by SE-2 and SE-4.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for homebound/hospitalized shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the homebound/hospitalized shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

PHYSICALLY HANDICAPPED

Definition

Physically handicapped (PH-4) means a child who has a physical handicap or disability, as determined by evaluation pursuant to ARS 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

Screening and Referral

A. Screening

A method should be devised to adequately screen possible candidates for the physically handicapped program. A child who has been enrolled in the homebound program may profit more from placement in the physically handicapped program.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap. Therefore, an evaluation by a medical doctor is required before any candidate for a physically handicapped program may be placed.

Refer to page 4 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a physically handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in a physically

handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the physically handicapped program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement. SE-5 is a part of the documentation process.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a physically handicapped class shall be ten (10). Enrollment of the classes should vary in proportion to the severity of the physical handicap.

B. Student Grouping

Student grouping should be by chronological age. The following groups are recommended:

1. Ages 6 - 8 (Primary)
2. Ages 9 - 10 (Intermediate)
3. Ages 11 - 12 (Advanced)
4. Ages 12 - 14 (Junior High)
5. Ages 15 and older (High School)

Other factors to consider in determining student grouping are:

1. Physical and social maturity
2. Kind and severity of physical handicap
3. Age and grade range of the pupils
4. Size of the room and equipment available
5. Teacher experience
6. Availability of classroom assistance and/or professional ancillary services.

Facilities

Classrooms for the physically handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Classes for the physically handicapped should be on the first floor of the building in which they are located. If this is not possible or practical, elevators or ramps should be provided. Ramps should slope no greater than one foot in ten feet for safety of wheelchair or crutch movement. It is preferred that the entrance be free of steps and/or approached by a ramp. A driveway for buses and automobiles leading to the entrance is desirable. Handrails should be provided along routes of heavy traffic.

School districts should consider purchase or lease of special vehicles equipped for handling physically handicapped pupils. Without such special transportation equipment, it may be impossible for physically handicapped pupils to attend school.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience Programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed ten (10) in the Work Experience Program.

Refer to page 7 of this manual for the general procedures to be followed in Work Experience Programs.

Certification

All teachers employed for approved classes for the physically handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the physically handicapped. SE-1 shall be substantiated by SE-2. SE-5 is also a required form.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the physically handicapped shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the physically handicapped shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

MULTIPLE HANDICAPPED

Definition

A multiple handicapped child (MH-5) is one of lawful school age who, due to physical, mental, or emotional characteristics or a combination thereof, is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities.

A multiple handicapped child is one who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to ARS 15-1013, and who cannot be provided for adequately in a regular class.

The two paragraphs above are legal definitions taken from ARS 15-1011. A functional definition is as follows: A multiple handicapped child is any school age child who has a combination (two or more) of the handicaps defined in ARS 15-1013 and who is not able to function successfully in a regular program or in a special education program which compensates for a single handicapping condition.

Screening and Referral

A. Screening

A method should be devised to adequately screen potential candidates for the multiple handicapped program. This screening process may reveal a child that is currently enrolled in a special education program who is not achieving success because of multiple handicapping conditions. A multiple handicapped will usually exhibit a combination of physical, mental and/or emotional characteristics that preclude placement in a regular school program or special education program which compensates for a single handicapping condition.

B. Referral

A referral for evaluation is required by ARS 15-1013 for possible placement in a special education program and this referral shall be made after consultation with the parent or guardian of the child to be evaluated.

Refer to page 3 of this manual for general procedures to be followed in the screening and referral process.

Evaluation

ARS 15-1013 requires that an evaluation shall be made by at least one professional specialist in a field relevant to a child's handicap.

Since the child has multiple handicaps, at least two professional specialists in fields relevant to the child's handicaps shall submit written evaluations with recommendations. The evaluation should include a psychological and medical assessment of the child's handicaps.

Refer to page 4 of this manual for the general procedures to be followed in the evaluation process.

Placement

Placement of a candidate in a multiple handicapped program shall not be considered until the referral and evaluation procedures have been completed.

Refer to page 5 of this manual for the general procedures to be followed in the placement process.

Review of Placement

ARS 15-1014 requires that the placement of a child in a multiple handicapped program shall be reviewed once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the multiple handicapped program.

Refer to page 5 of this manual for the general procedures to be followed in the review of placement process.

Documentation

Documents should be prepared to indicate that the provisions of ARS 15-1013 and ARS 15-1014 have been followed regarding referral, evaluation, placement, and review of placement.

Refer to page 6 of this manual for the general procedures to be followed in the documentation process.

Program Organization

A. Maximum Membership

Maximum Average Daily Membership in a multiple handicapped class shall be (a) ages 6-10, five (5); and (b) ages 11 and up, seven (7). Enrollment of the classes should vary in proportion to the severity of the handicapping conditions.

B. Student Grouping

The needs of a child enrolled in a program for multiple handicapped varies according to the kinds of severity of handicaps involved. The teacher of the multiple handicapped must, of necessity, formulate an educational program for each of his/her students in keeping with the educational appraisal

prepared by the specialists performing the evaluation procedure. Factors to be considered in grouping are:

1. Kinds and severity of handicaps.
2. The different types of handicaps in the same group.
3. Teacher experience
4. Availability of classroom assistance and/or professional ancillary services.

Facilities

Classrooms for the multiple handicapped shall be equal to, or better than, those used to house regular education classes or in other facilities approved by the Division of Special Education.

Equipment and facilities shall be in keeping with those stated on page 7 of this manual.

Work Experience

Work Experience Programs shall conform to ARS 15-1015 and the rules and regulations established by the Division of Special Education. The number of students assigned to any one certified person shall not exceed seven (7) in the Work Experience Program.

Refer to page 7 of this manual for the general procedures to be followed in Work Experience Programs.

Certification

All teachers employed for approved classes for the multiple handicapped shall hold special education certificates issued in accordance with the rules and regulations of the State Board of Education.

Refer to page 8 of this manual for certification requirements.

Application for Approval

SE-1 is required as an application for annual approval of programs for the multiple handicapped. SE-1 shall be substantiated by SE-2.

Refer to page 10 of this manual for general procedures to be followed in applying for approval.

Attendance Reporting

Attendance of pupils in classes for the multiple handicapped shall be reported as indicated on page 11 of this manual.

Reimbursement

Reimbursement of programs for the multiple handicapped shall be made in accordance with ARS 15-1017.

Refer to page 12 of this manual for reimbursement procedures.

ARIZONA REVISED STATUTES
TITLE 15, EDUCATION
CHAPTER 10

ARTICLE 2. SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN

15-1011. Definitions

In this article, unless the context otherwise requires:

1. "Exceptional child" means a handicapped child.

2. "Handicapped child" means a child of lawful school age who due to physical, mental or emotional characteristics or a combination thereof is not afforded the opportunity for all-around adjustment and progress in regular classroom instruction and who needs special instruction, special ancillary services, or both to achieve at levels commensurate with his abilities. Handicapped child includes the following:

(a) "Educable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated effectively through regular classroom instruction, but who is capable of achieving a degree of proficiency in basic academic skills and as a result of special education may become economically productive and socially adjusted.

(b) "Emotionally handicapped" means a child who because of social or emotional problems, as determined by evaluation pursuant to section 15-1013, is unable or incapable of meeting the demands of regular classroom programs in the public schools and requires special classes or special services designed to promote his educational and emotional growth and development.

(c) "Homebound" or "hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, pregnancy, or handicapping conditions, who has been examined by a competent medical doctor and is certified by that doctor as being unable to attend regular classes for a period of not less than three school months.

(d) "Multiple handicapped" means a child who has serious learning and developmental problems resulting from multiple handicapping conditions as determined by evaluation pursuant to section 15-1013, and who cannot be provided for adequately in a regular class.

(e) "Physically handicapped" means a child who has a physical handicap or disability, as determined by evaluation pursuant to section 15-1013, which impedes his educational progress in the regular classroom situation and whose intellectual development is such that he is capable of being educated through a modified instructional environment.

(f) "Trainable mentally handicapped" means a child who because of his intellectual development, as determined by evaluation pursuant to section 15-1013, is incapable of being educated in regular classroom instruction or educable mentally handicapped classes and who meets the following criteria:

(i) Is physically capable of attending school and benefitting from the school experience.

(ii) Is able to communicate to the extent that he can make his wants known and can understand simple directions.

3. "Special education" means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

15-1012. Division of special education; director; duties; qualifications

A. There is created a division of special education to carry out the provisions of this article subject to the state superintendent of public instruction.

B. The director of the division of special education shall be appointed by the state superintendent of public instruction with the advice and consent of the state board of education. The compensation of the director is as provided by legislative appropriation therefor.

C. The director shall carry out the provisions of this article and the duties prescribed by the state board of education relating to the administration of the provisions of this article.

D. Only a person with at least a master's degree in education and who is experienced in special education is eligible for appointment as director of the division of special education.

15-1013. Evaluation of child for placement in special education program

A. The referral of a child for evaluation for possible placement in a special education program shall be made under the direction of the chief administrative official of the school district or county, or such person designated by him as responsible for special education, after consultation with the parent or guardian.

B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by at least one professional specialist in a field relevant to the child's handicap and under the direction of the chief administrative official of the school district or county or such person designated by him as responsible for special education. If appropriate, the educational implications of the handicapping conditions shall be evaluated by a psychologist.

C. The results of the evaluation shall be submitted in writing and with recommendations to the chief administrative official of the school district or county or to such person designated by him as responsible for special education.

D. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person designated by him as responsible for special education:

1. The school principal.

2. A person responsible for administering or conducting special education courses in the school or school district.

3. A teacher who currently has been instructing the child.

4. An appropriate professional advisor who may be a physician, psychologist, professional social worker or school nurse.

5. A parent or guardian of the child.

E. The chief administrative official of the school district or county or such person designated by him as responsible for special education shall place the child, except that no child shall be placed or retained in a special education program without the approval of his parent or guardian.

15-1014. Review of special education placement

The placement of a child in a special education program shall be reviewed by the chief administrative official of the school district or county or such person as designated by him as responsible for special education once each semester, if requested by the parent or guardian of the child or recommended by the person conducting the special education program. A copy of the results of the review shall be submitted to the person making such request or recommendation for review.

15-1015. Powers of the governing body of a school district or county

A. The governing body of a school district or the county school superintendent may:

1. Establish special education programs for the education of handicapped children.

2. Employ certified special personnel for the operation of special school programs for handicapped children, including a director of special education.

3. In cooperation with another district or districts, establish special education programs for handicapped children. When two or more governing bodies determine to carry out by joint agreement the duties in regard to the special education programs for handicapped children, the governing bodies may, in accordance with the rules and regulations of the division of special education, establish a written agreement for the provision of services. In such agreements, one governing body shall administer the program in accordance with the contract agreement between the districts. Tuition students may be included in the agreement.

4. Establish work-experience programs in accordance with rules and regulations of the division of special education. The work-experience programs shall consist of classroom instruction, evaluation, training, and part-time employment. The evaluation, training, and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age. Time in a work-experience program shall be counted as attendance at school to qualify for appropriations provided by section 15-1017. All work-experience programs must have the approval of the state division of special education.

B. In a school district that does not provide a special program, the governing body may petition the county school superintendent, who may, upon approval of the division of special education, establish special education or special services in accordance with the rules and regulations of the division of special education.

C. The county school superintendent may, upon approval of the division of special education, establish special education programs in the county accommodation schools under his jurisdiction or may cooperate with other school districts by agreement to provide such services for such special programs in accordance with the rules and regulations of the division of special education. At the beginning of each school year the county school superintendent shall present an estimate of the current year's accommodation school handicapped programs tuition cost to each school district that has signed an agreement to use the services of the accommodation school. The tuition shall be the estimated per capita cost based on the number of pupils that each school district has estimated will enroll in the program and the school district shall pay the tuition quarterly in advance on July 1, October 1, January 1, and April 1. Increases in enrollment during the school year over the school district's estimate of July 1 shall cause the tuition charges to be adjusted accordingly.

In the event of overpayment by the district of residence, the necessary adjustment shall be made at the close of the school year.

D. The special education program under this section shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the state division of special education.

E. The school district or county school superintendent may contract with other approved public or private agencies, within or without the district, for the education of handicapped children in accordance with the rules and regulations prescribed by the division of special education.

F. The total enrollment in all special education programs of a school district or county may be increased annually by not to exceed twenty per cent of the total average daily attendance in all special education programs of the school district or county during the previous year. Such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of one hundred or less pupils.

G. No child may be counted in the computation of average daily attendance in more than one handicapped category for the purpose of the growth limitation provided in this section.

15-1016. Acceptance of gifts for exceptional children; use; unexpended funds

A. The state board of education may accept gifts or monies from public and private organizations, for the division of special education for exceptional children, provided the purpose of the gift specified by the donor is approved by the board and is within the scope of the board's powers and duties. There is established a fund for the placement of such monies, which shall be designated as the handicapped children special education fund.

B. Any such monies received by the state board shall be placed in the special education fund and expended for the purpose specified by the donor.

C. If all or part of the funds accepted by the board from a donor are not expended prior to the end of the fiscal year in which the gift was accepted, such remaining balance of the amount donated shall remain in the special education gift fund until needed for the purpose specified by the donor.

15-1017. Appropriation and apportionment; approval of program

A. All students as defined by section 15-1011 shall be included in the appropriation and apportionment made pursuant to sections 15-1211 and 15-1212 and the county levy as provided in section 15-1235. In addition:

1. The legislature shall appropriate the following amounts per unit of average daily attendance per annum for each special education student taught, the appropriation being made on an actual per capita per annum basis as shown by the records of the superintendent of public instruction:

(a) Three hundred eighty dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Three hundred eighty dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Five hundred twenty-six dollars per unit of average daily attendance of homebound pupils.

(d) Five hundred ninety dollars per unit of average daily attendance of multiple handicapped pupils.

(e) Three hundred eighty dollars per unit of average daily attendance of physically handicapped pupils.

(f) Six hundred ninety dollars per unit of average daily attendance of trainable mentally handicapped pupils.

2. The county shall provide the following amounts per unit of average daily attendance for each special education student taught by the district:

(a) Ten dollars per unit of average daily attendance of educable mentally handicapped pupils.

(b) Ten dollars per unit of average daily attendance of emotionally handicapped pupils.

(c) Ten dollars per unit of average daily attendance of homebound pupils.

(d) Ten dollars per unit of average daily attendance of multiple handicapped pupils.

(e) Ten dollars per unit of average daily attendance of physically handicapped pupils.

(f) Ten dollars per unit of average daily attendance of trainable mentally handicapped pupils.

B. The appropriations and apportionment shall be computed with reference to the estimated number of special education students to be taught during the current year in classes and programs having a minimum of two hundred forty minutes of instruction or work experience as provided for in section 15-1015, subsection A per school day, except that a child receiving instruction under the homebound teaching program shall be deemed in full

attendance when he attends classes or receives instruction for a period of not less than four hours per week. Any additional cost resulting from the special education program and not provided for under the provisions of this section shall be met by each school district having students receiving special instruction or by the county in the case of a county special education program.

C. The appropriations and apportionment provided under the terms of this section shall not be granted to the governing body of a school district or county school superintendent unless the district or county complies with the provisions of this article and the conditions and standards prescribed by the director of the division of special education. A school district or county program for education of handicapped children, as prescribed by the terms of this article, shall be presented to the state board of education for approval.

D. After the fiscal year 1970-71, the total of state assistance and the total of county assistance for which a school district or county is otherwise eligible pusuant to this section shall not be in an amount which is an increase of more than twenty per cent over the amounts of such assistance in the previous year, except that such limitation shall not apply to a school district or county which has a total average daily attendance in its special education programs of one hundred or less pupils.

E. Any special education per capita operational cost over and above the per capita operational cost of a district as shown in item 7 of the six per cent budget limit check shall be exempted from the six per cent budget limit.

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

ANNUAL APPLICATION FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS

School Year_____

School District_____ No._____ County_____

Contact Person if other than Superintendent_____

INDICATE PROGRAM(S) FOR WHICH APPROVAL IS BEING SOUGHT BY MARKING APPROPRIATE BOX.

Category of Handicap	Number of Professional Personnel Budgeted	Number of Classes Estimated	* Number of Students Estimated
☐ Educable Mentally Handicapped (EMH-2)			
☐ Emotionally Handicapped (EH-3)			
☐ Homebound or Hospitalized (HB-1)			
☐ Multiple Handicapped (MH-5)			
☐ Physically Handicapped (PH-4)			
☐ Trainable Mentally Handicapped (TMH-6)			

* Refer to Form A-10 submitted May 14, 1970 to your County School Superintendent.

INDICATE ANCILLARY SERVICES TO BE USED IN SUPPORT OF SPECIAL EDUCATION SERVICES.

Category of Service	Number of Professional Personnel Budgeted	% of Time Involved	Estimated Number of Students Served
☐ Special Education Administrator			
☐ Special Education Supervisor			
☐ Aural Handicapped			
☐ Visual Handicapped			
☐ Speech Correction			
☐ Psychological Services			
☐ Social Work Services			
☐ Medical Services			
☐ Nursing Services			
☐ Counseling Services			

WE HEREBY CERTIFY THAT:

1. We understand that approval of this application is contingent upon our submission of SE-2, Professional Personnel Employed in Special Education Programs, at the end of the first school month of the year for which this application is made.

2. We understand that we shall be required to adhere to the following:

    a. Title 15, Chapter 10, of Arizona Revised Statutes
    b. Rules and Regulations of the Division of Special Education as approved by the State Board of Education

_____/_____
Chief School Administrator Date

_____/_____
Clerk of the Board of Trustees/Board of Education Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education Date

DUE:
August 15, 1970

DISTRIBUTION:
Submit three (3) copies to the Division of Special Education

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School District_____ No._____ County_____

Name of Professional Person	Position Title	Special Education Certificate Number	Annual Salary	Average Daily Member-ship	* Handicap Served	Register Number Used for Reporting Attendance

* Use code as specified in Attendance Reporting and also shown in Glossary, Tentative Administrator's Guide, Programs for Exceptional Children.

This information is submitted as substantiating evidence to SE-1 that was approved by the Division of Special Education on_____, 19___.

_____/_____/_____
Signature of School Official Title Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education Date

DUE: (circle one)

End of First School Month
End of Sixth School Month

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 2 - 500
7/70

PROFESSIONAL PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School District_____ No._____ County_____

Name of Professional Person	Position Title	Special Education Certificate Number	Annual Salary	Average Daily Member-ship	* Handicap Served	Register Number Used for Reporting Attendance

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

REPORT OF STUDENTS RECEIVING SPECIAL EDUCATION
WITH TUITION PAID BY SCHOOL DISTRICT OF RESIDENCE

School Year_____

School District_____ No._____ County_____

Name of Public or Private Agency Providing Special Education Program	Transportation Provided By			Amount of Annual Tuition	Average Daily Membership	* Handicap Served	Register Number Used for Reporting Attendance
	Dist.	Parent	Agency				

* Use code as specified in Attendance Reporting and also shown in Glossary, Tentative Administrator's Guide, Programs for Exceptional Children.

This is to certify that our school district has complied with Title 15, Chapter 10, of Arizona Revised Statutes and the rules and regulations of the Division of Special Education prior to enrolling a student in a special education program for which the school district will pay tuition.

_____/_____/_____
Signature of School Official / Title / Date

DUE: (circle one)

End of First School Month
End of Fourth School Month
End of Sixth School Month
End of Tenth School Month

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 3 - 500
7/70

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

APPLICATION FOR HOMEBOUND/HOSPITALIZED INSTRUCTION

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

Student's Address_____ Telephone_____

STATEMENT OF PHYSICIAN

Diagnosis_____

I hereby certify this student as being unable to attend regular classes for a period of not less than three school months (60 consecutive school days).

_____/_____/_____
Signature of Physician / Address / Date

PARENT OR GUARDIAN STATEMENT

I hereby request and approve homebound/hospitalized instruction for my child.

_____/_____
Signature of Parent or Guardian / Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the student named on this application meets all requirements of ARS 15-1011, 15-1013, and 15-1014 for homebound/hospitalized instruction, and that this student's attendance will be reported on Register #_____.

Date Enrolled_____, 19___ Date Terminated_____, 19___

_____/_____/_____
Signature of School Official / Title / Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education / Date

DISTRIBUTION:

Submit four (4) copies to the Division of Special Education

SE 4 - 1000
7/70

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

APPLICATION FOR INSTRUCTION IN A PHYSICALLY HANDICAPPED PROGRAM

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

Student's Address_____ Telephone_____

STATEMENT OF PHYSICIAN

Diagnosis_____

I have examined this student who was referred to me because of a reported physical handicap that requires specialized instructional techniques. My evaluation is based on my personal examination of the child and substantiating information supplied by the school authorities. In my opinion this child has a physical handicap that results in a disability which will impede his educational progress in a regular classroom.

_____/_____/_____
Signature of Physician Address Date

PARENT OR GUARDIAN STATEMENT

I request and approve instruction in a physically handicapped class for my child.

_____/_____
Signature of Parent or Guardian Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the student named on this application meets all requirements of ARS 15-1011, 15-1013, and 15-1014 for physically handicapped instruction, and that this student's attendance will be reported on Register #_____.

_____/_____/_____
Signature of School Official Title Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education Date

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 5 - 500
7/70

APPENDIX F

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

ANCILLARY PERSONNEL EMPLOYED IN SPECIAL EDUCATION PROGRAMS

School Year_____

School District_____ No._____ County_____

Name of Professional Person	Position Title	Type of Certificate	Certificate Number	Annual Salary	% of Time Spent in Special Education	* Handicap Served

REFERRAL AND EVALUATION

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

REFERRAL STATEMENT

This is to confirm that the above named school district has consulted with me regarding referral for evaluation for possible placement in a special education program.

_____/_____
Signature of Parent or Guardian Date

I have referred the above named student to_____
Appropriate Specialist(s)

_____for evaluation for possible placement in a special education program.

_____/_____
Signature of Chief School Administrator Date

EVALUATION STATEMENT

I have performed an evaluation of the above named child for possible placement in a special education program. A report of my evaluation, including recommendations, has been filed with the school district administrator making the referral.

_____/_____
Signature of Specialist Date

_____/_____
Signature of Specialist Date

_____/_____
Signature of Specialist Date

_____/_____
Signature of Specialist Date

SE 7 - 1000
7/70

APPENDIX H

PLACEMENT STATEMENT

School Year_____

School District_____County_____

Name of Student_____Birthdate_____

School_____Grade_____

Student's Address_____Telephone_____

The following persons have been consulted regarding placement of the above named student in a special education program. It is the consensus of our opinion that the student (should) (should not) be placed in a special education program.

_____/_____
Signature of School Principal Date

_____/_____
Signature of Special Education Administrator Date

_____/_____
Signature of Teacher Date

_____/_____
Signature of Professional Advisor Date

_____/_____
Signature of Parent or Guardian Date

I approve placement of my child in a special education program designed for the

_____ Handicapped.

_____/_____
Signature of Parent or Guardian Date

The above named student shall be placed in a special education program for the

_____ Handicapped.

_____/_____
Signature of Chief School Administrator Date

SE 7a - 1000
7/70

REVIEW OF PLACEMENT

School Year_____

School District_____ No._____ County_____

Name of Student_____ Birthdate_____

School_____ Grade_____

Student's Address_____ Telephone_____

We have reviewed the special education placement of the above named student. It is the consensus of our opinion that this child (should) (should not) be continued in a special education program.

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

_____/_____/_____
Signature Title Date

I have received a copy of the review of special education placement that I requested on _____, 19___.

_____/_____/_____
Signature Title Date

(A copy of the review should be attached)

SE 7b - 1000
7/70

APPENDIX J

AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____, 19 _____, by and between _____ hereinafter referred to as "First Party" and _____ School District Number _____, hereinafter referred to as "Second Party";

WITNESSETH:

WHEREAS, the First Party conducts a special education program for _____ Handicapped children as defined in ARS 15-1011.

AND, WHEREAS, the First Party has been approved for the 19 _____-_____ school year by the Division of Special Education, Department of Education, as specified in ARS 15-1015 and the Tentative Administrator's Guide, Programs for Exceptional Children, to conduct special education programs for the handicapped as indicated above.

AND, WHEREAS, the First Party agrees to file with the Second Party a copy of a curriculum guide that will be utilized in its special education program.

AND, WHEREAS, the First Party agrees to file a plan with the Second Party for

(1) Reporting attendance of students;
(2) Consulting with the Second Party concerning the special education of the students for which the Second Party pays a tuition; and
(3) Returning the students to the public school for instruction.

AND, WHEREAS, the First Party agrees to submit to the Division of Special Education, Department of Education, at the end of the 19 _____-_____, school year the names and district of residence of any and all students covered by this agreement.

AND, WHEREAS, the First Party agrees to carry liability insurance covering its operations, a copy of which is filed with the Second Party.

AND, WHEREAS, the Second Party has certain handicapped children, as determined by ARS 15-1013, it believes will benefit from the special education program of the First Party.

NOW, THEREFORE, in consideration of the mutual covenants, conditions and promises hereinafter contained, the parties agree as follows:

1. The First Party agrees to maintain reasonable and appropriate standards as indicated in the curriculum guide, and to use reasonable care in conducting its program.

2. Subject to space and staff limitations as determined by the First Party and subject to the standards set forth in the curriculum guide, the First Party, as it is able, will accept referral of appropriate students to the program by the Second Party.

3. Students shall be referred to the First Party by the Second Party only upon written permission as required by the Application for Private School Enrollment, SE-9, signed for the Second Party by its authorized officer with parental and Division of Special Education, Department of Education, approval.

4. The First Party agrees to submit attendance and progress reports as required by the Second Party. (Refer to pages 11 and 12 of Tentative Administrator's Guide, Programs for Exceptional Children.)

5. Second Party shall pay to the First Party tuition as indicated in the Application for Private School Enrollment, SE-9, for each child enrolled in the program, payment to be made monthly within twenty (20) days following each register month in which said child is enrolled in the special education program. If a child is so enrolled for less than ten (10) school days in said register month, then payment shall be one-half (1/2) of the amount shown in the Application for Private School Enrollment, SE-9.

6. The Second Party reserves the right to withdraw any child at any time by giving written notice to the First Party of such withdrawal. (Refer to page 5 of the Tentative Administrator's Guide, Programs for Exceptional Children.) The Second Party agrees that it will use all of its best efforts to give the First Party at least thirty (30) days notice of the intended withdrawal of any child or children.

7. Either party to this agreement may cancel the agreement for good cause upon giving thirty (30) days written notice to the other party. In the absence of good cause, either party may cancel this agreement by giving sixty (60) days written notice to the other party of the cancellation hereof.

8. This agreement is for the school year 19 _____-_____, only, and, unless sooner terminated pursuant to the terms hereof, terminates at the end of such school year.

IN WITNESS WHEREOF, the parties have hereunto caused this agreement to be executed the day and year first above written.

FIRST PARTY: _____
Private Agency

_____/_____/_____
Signature Title Date

SECOND PARTY: _____/_____
Public School District Number

_____,Arizona
County

_____/_____
Signature of Chief School Administrator Date

ATTEST:

_____
President of the Board

ATTEST:

_____
Member of the Board

APPROVED:

_____/_____
Clerk of the Board Date

DIVISION OF SPECIAL EDUCATION STATEMENT

The Division of Special Education of the Arizona Department of Education has given its approval to the special education program set forth in this agreement and to the First Party and its operation thereof.

_____/_____
Division of Special Education Date

DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
1730 West Adams
Phoenix, Arizona 85007

APPLICATION FOR PRIVATE SCHOOL ENROLLMENT

School Year_____

SECOND PARTY (School District)_____No._____County_____

FIRST PARTY (Private Agency)_____

Name of Student_____Birthdate_____

Student's Address_____Telephone_____

The Second Party hereby grants permission for the above named student to attend the Special Education Program conducted by the First Party and agrees to pay tuition of $_____ per register month to be billed after services are rendered. The parent or guardian of the above named child agrees to pay tuition of $_____ per register month to be billed after services are rendered. Total monthly tuition for the above named child is $_____. Total annual tuition is $_____.

PARENT OR GUARDIAN STATEMENT

I hereby agree to have my child, named above, attend the Special Education Program conducted by the school or agency named above. I, furthermore, agree to pay that portion of the tuition, as indicated above, for the educational services rendered.

_____/_____
Signature of Parent or Guardian Date

SCHOOL DISTRICT STATEMENT

I hereby certify that the requirements of ARS 15-1013, 15-1015, and the rules and regulations of the Division of Special Education (pages 14 and 15 of the Tentative Administrator's Guide, Programs for Exceptional Children) have been met. I further certify that the student named above will have his/her attendance reported on Register #_____, which has been assigned to the_____ Handicapped category. In addition, I certify that the Second Party will pay tuition, as indicated above, for educational services only.

_____/_____/_____
Signature of School Official Title Date

DIVISION OF SPECIAL EDUCATION STATEMENT

This application is approved.

_____/_____
Division of Special Education Date

INSTRUCTIONS:

A ☐ psychological report must accompany this form and, when appropriate, a ☐ SE-5, Application for Instruction in a Physically Handicapped Program.

DISTRIBUTION:

Submit three (3) copies to the Division of Special Education

SE 9 - 1500
7/70

GLOSSARY OF ABBREVIATIONS

ARS	Arizona Revised Statutes
HB-1	Homebound/Hospitalized Pupils
EMH-2	Educable Mentally Handicapped Pupils
EH-3	Emotionally Handicapped Pupils
PH-4	Physically Handicapped Pupils
MH-5	Multiple Handicapped Pupils
TMH-6	Trainable Mentally Handicapped Pupils
ASE	Administrators of Special Education
SES	Special Education Supervisor
AH	Aurally Handicapped
VH	Visually Handicapped
SH	Speech Handicapped
PS	Psychological Services
SWS	Social Work Services
MS	Medical Services
NS	Nursing Services
CS	Counseling Services
CSA	Chief School Administrator
DSE	Division of Special Education
SDE	State Department of Education
SD	School District
LEA	Local Education Agency
SEA	State Education Agency
CSS	County School Superintendent

SE-1	Annual Application for Approval of Special Education Programs
SE-2	Professional Personnel Employed in Special Education Programs
SE-3	Report of Students Receiving Special Education with Tuition Paid by School District of Residence
SE-4	Application for Homebound/Hospitalized Instruction
SE-5	Application for Instruction in a Physically Handicapped Program
SE-6	Ancillary Personnel Employed in Special Education Programs
SE-7	Referral and Evaluation
SE-7a	Placement Statement
SE-7b	Review of Placement
SE-8	Agreement
SE-9	Application for Private School Enrollment
D-16	Official Worksheet for Computing the Additional Permissible Expenditures Which may be Budgeted for Special Education Programs in 1970-71
D-16a	Schedule of Budgeted Special Education Instructional Costs in 1970-71
A-10	Estimate Attendance Information for 1970-71 Apportionment